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Creating An Engaging Environment For Adult ESL Learners in E-Learning Settings: Reducing Affective Filters and Cognitive Overload

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University of San Francisco

**Creating An Engaging Environment For Adult ESL
Learners in E-Learning Settings: Reducing Affective Filters
and Cognitive Overload**

A Field Project Presented to
The Faculty of the School of Education
International and Multicultural Education Department

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Teaching English To Speakers of Other Languages

By
Qian Liu
May 2021

Creating An Engaging Environment For Adult ESL Learners in E-Learning Settings: Reducing Affective Filters and Cognitive Overload

In Partial Fulfillment of the Requirements for the Degree

MASTER OF ARTS

in

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

by

Qian Liu

May 2021

UNIVERSITY OF SAN FRANCISCO

Under the guidance and approval of the committee, and approval by all the members, this field project has been accepted in partial fulfillment of the requirements for the degree.

Approved:

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ABSTRACT

Countless online ESL programs targeting adult learners have emerged during the COVID-19 pandemic, especially since the unemployment crisis made people start thinking about self-improvement. This emergence of online education is a life-changing chance not only for the ESL education industry and teachers, but also for countless learners. This field project includes appropriate background, a review of relevant literature, and ultimately presents a free, online self-training session for novice online ESL teachers who teach adults.

Research that informed the creation of this project indicated that online second language education programs that use technological tools can lead to positive learning outcomes. Adult education studies further indicate that teachers who are well-aware of adult learners' unique learning motivations, needs, and learning habits can create positive class environments that can boost learners' confidence and learning results. Therefore, teachers who want to become online adult ESL teachers need to be trained to have second language teaching knowledge, adult education skills, and technical abilities. However, there are few accessible and economical training resources available.

This field project creates a two-hour, free online self-training session to equip novice online ESL teachers with academic knowledge of the affective filter theory, multimedia learning, and andragogy. It also provides participants with strategies and approaches to host an engaging online ESL class. Furthermore, the self-training session introduces technical resources to participants. This online self-training session is expected to be a good model of online teaching for novice online ESL teachers who teach adults.

CHAPTER I INTRODUCTION

Statement of the Problem

With the development of digital technology, the relationship between people and internet technology is getting ever closer. We check email, Facetime with family and friends every day, and purchase life needs online regularly. People are gradually relying on the internet and technology. This reality is vividly demonstrated during the worldwide prevalence of COVID-19. Many people have no choice but to expose themselves to the virus because they cannot afford to lose their job. However, on account of internet technologies, under the threat of COVID-19, some working professionals are still allowed to work from home because they can finish their job with digital technology. The same situation is happening at school. Teaching activities are possible moving to virtual because of the development of e-learning technology during the pandemic.

Furthermore, a surge in adult learners in online learning courses/programs/platforms is also being noticed during the pandemic. According to a report from the Organisation for Economic Cooperation and Development (OECD) published in 2020, adult learning needs have significantly increased during the COVID-19 crisis. More adults have realized the importance of the life-long study. Learning a second language is one of the many options available for self-improvement. Therefore, adult learners could be a massive potential audience of English as a second language (ESL) online courses/programs.

Online ESL teachers need to equip themselves with both language teaching and technological skills in order to meet the requirements of teaching second languages online. “Educational technologies can be interpreted as applications that take place both aided by technological skills and educative expertise of instructors” (Bedrule-Grigoruță & Rusu, 2014, p. 750). Adapting to adult education also requires ESL teachers to be acquainted with adult second language acquisition characteristics. It is a challenge for most ESL teachers, especially novice ESL teachers, who are not familiar with e-Learning settings and the knowledge of andragogy.

E-learning provides learners, mainly adult ESL learners who do not have time or opportunities to study with native speakers or professional language instructors in-person, a flexible choice. Other than that, the e-learning model also possesses the feature of raising language learning efficiency. According to Soliman (2014), all definitions of e-learning have a joint agreement that e-learning must involve applying computer technology in the learning process. Besides, some research demonstrates that participants in various kinds of online language learning programs tend to have positive experiences. In 2007, Wang and Chen’s study had already articulated that synchronous learning management systems (SLMS)-supported online language learning can increase learner confidence and reduce learner isolation. In 2014, Mondahl and Razmerita also illustrated how social media-enhanced collaborative learning environments could provide learners with motivation and willingness to learn. Besides, Orsini-Jones and Cerveró Carrascosa (2019) conducted a study to explore the idea of using Massive Open Online Courses (MOOCs) in English language teacher education and demonstrated that online learning could be a positive experience for language learners and their teachers.

Not only do e-learning settings provide learners with a positive learning experience, but technological tools can promote modern online language education. Valencia, et al. (2018) researched three academic virtual platforms in aspects of technical and material design, instructional design, tutorial action, and the virtual class to evaluate the implementation of virtual platforms. The study indicates that educational platforms should be regarded as the learning process's mediating tools rather than the learning purpose. As educators, keeping up with the development of technologies and implementing synchronous communication tools such as Google Suites, Zoom, and Skype could stimulate online learning results. Furthermore, Bedrule-Grigoruță and Rusu (2014) indicated that e-Learning tools for adult education could effectively foster learners' competencies such as communication, critical thinking, problem-solving, and technological skills. The Glogster EDU Educational Platform, which Bedrule-Grigoruță and Rusu (2014) introduced in their study, successfully achieves the teaching-learning-evaluation teaching method by following Bloom's Taxonomy. This e-learning platform creates a secure learning environment for students to collaborate with their peers and teachers; it allows students to engage in creative and exciting online activities. Besides utilizing online platforms as teaching tools, some specific technological tools also play a significant role in e-learning settings. According to González (2012), iPhone apps have massive potential for pronunciation self-learning. Stickler and Shi (2017) explored that eye-tracking technology may help teachers become more aware of students' focus and perspective during the synchronous portions of online language courses.

Researchers indicate that adult learners have specific learning needs and learning characteristics, so educators who work with adult language learners should know and implement

suitable teaching approaches in teaching procedures. Specific methods and strategies that instructors apply in the adult teaching process are called andragogy, which is the opposite of pedagogy. According to Hashim et al. (2018), studying the achievements, difficulties, and needs of adult language learners is an indispensable part of online language education. With the increase of adult language learners, language teachers who teach adults have to be aware of the difference in teaching and learning patterns in adult education (Cozma, 2015). Terrill (2000) indicated that teachers of adult language learners must understand the challenges and benefits of online courses and technology use. Finn (2011) shared a similar thought with Terrill (2000). He pinpointed that understanding adult learners' study orientation and learning habits is the key to learner's success. Therefore, he suggested that educators should "consider the concepts of environment, experience, and relevance when designing instruction for adults. The absence of any of these concepts in the planning and execution stages of instruction will lead to learner frustration, and possibly, to learner drop out" (Finn, 2011, pp. 38-39). Criu and Ceobanu (2013) suggested that the relationship between teachers and adult students' in e-learning settings should be collaboration. Adult students tend to have more autonomy which means self-directed learning could become the primary learning model in e-learning settings. On the other hand, online teachers tend to play a role of companion rather than a traditional instructor even though they still have to offer instructions. The modification of student-teacher-relationship in e-learning settings determines that online teachers utilize more instructional strategies than technological skills. To sum up, educators need to be aware of adult learners' learning needs, emotional needs, and technological needs to create adult-friendly online language courses (Ceobanu, 2013; Cozma, 2015; Finn, 2011; Hashim et al., 2018; Terrill, 2000).

Although there are plenty of studies to demonstrate that e-learning programs and technological tools positively influence online adult education, online learning still has some limitations. Common challenges in e-learning settings include unstable network signals, high technological equipment expense, and lack of interaction between teacher and students (Layali & Al-Shlowiy, 2020; OECD, 2020; Wong, 2007). Those limitations could be potential learning barriers to adult learners. Additionally, adult ESL learners are *goal-oriented learners* (Finn, 2011). They usually choose to learn a second language because of economic reasons; however, their learning desire is usually easily hindered by incidents happening in their life. Therefore, it is significant to guide online ESL teachers who teach adults to achieve efficient online teaching and adult teaching. Bedrule-Grigoruță and Rusu (2014) indicated that teachers play an essential role in influencing adult students to leverage the power of technology to boost their learning results.

Unfortunately, although it is essential to train novice ESL online teachers who teach adults, few resources provide practical, reproducible, and adaptable guidance. The reality is that ESL teachers who teach adults desire to learn how to integrate their instructional skills to technological tools. However, schools, institutions, and learning programs consider training online teachers as time and money consuming compared to train traditional in-person ESL teachers since training online ESL teachers requires expensive technology equipment, such as computers and software (Terrill, 2000). Furthermore, there is an argument that teachers can be replaced by technology, which indicates that teachers' value is being compromised (Terrill, 2000; Tomlinson, 2019). However, technologies are only tools or strengtheners. The core of instruction activities is still teachers who can clarify misunderstanding, monitor learning procedures, and be

flexible with varied students (Criu & Ceobanu, 2013; Terrill, 2000; Tomlinson, 2019). Therefore, teachers, especially online ESL teachers who teach adults, deserve and need to be trained.

This field project will address this gap in the literature by exploring what is known about adult ESL learners and e-learning in order to develop an online self-training session that addresses the practical application of the research.

Purpose of the Project

This field project aims to conduct document analysis to generate a two-hour online self-training session for novice ESL teachers who teach adult learners in e-learning settings. First and foremost, this self-training session would equip novice online ESL teachers with academic background knowledge such as andragogy, affective filter theory, and cognitive load and multimedia learning theory. These theories are universal principles and strategies of second language teaching and adult education that can be reproduced and conducted in various ESL classes. Furthermore, this self-training session would offer novice online ESL teachers practical strategies of preparing and hosting an online class that they can apply in real-life teaching activities. Last but not least, this two-hour online self-training session would provide a free training session to novice ESL teachers who do not have time and money to take training courses. This session is an open window that lets novice ESL teachers glance at the online ESL teaching world and motivate them to explore further in the future. Consequently, this online self-training session would provide practical, reproducible, and adaptable guidance to novice online ESL teachers and equip them with basic technological skills.

Theoretical Framework

The affective filter hypothesis (Dulay & Burt's, 1977; Krashen, 1981; Krashen, 1982), the cognitive theory of multimedia learning (Mayer & Moreno, 2003; Mayer, 2012), and the assumptions and principles of andragogy (Knowles, 1984) can be used to frame this body of scholarship.

The affective filter hypothesis (Krashen, 1982) claims that the affective variables of motivation, self-confidence, and anxiety profoundly influence language acquisition. The affective filter hypothesis will be used in this field project because it illustrates the role of motivation, self-confidence, and anxiety in language acquisition and provides educators with an understanding of why it is essential to create a safe, welcoming learning environment for language learners. Adult second language learners usually have a higher affective filter. If learning activities happen online, adults who are not familiar with computers or online technological tools may feel less safe and more anxious. Some of the foundational authors who have contributed to the affective filter hypothesis include Dulay and Burt (1977), who are the original scholars who proposed the concept of the socio-affective filter. Krashen (1981) postulated that there are two specific attitudinal factors related to second language proficiency. A year later, Krashen (1982) expanded his idea to theorize the relationship between second language acquisition and affective factors: The Affective Filter Hypothesis.

The cognitive load theory of multimedia learning (Mayer, 2012) pinpoints that “multimedia instructional messages that are designed in light of how the human mind works are more likely to lead to meaningful learning than those that are not” (p. 31). The reason for using the cognitive load theory of multimedia learning as a theoretical framework is that cognitive

overload might cause a high affective filter since adult learners could feel anxious and lose confidence if their learning inputs are blocked. Therefore, it is crucial to integrate multimedia teaching content appropriately under the guidance of cognitive overload-reducing solutions. Online ESL is one type of multimedia learning since it contains various teaching elements, including pictures, videos, audio, texts. Adult second language learners face more life issues than students of other ages. Meanwhile, adult learners' ability to deal with multi-tasks reduces with aging. Therefore, adult learners are highly likely to be struggling with the cognitive load during learning procedures.

The assumptions and principles of andragogy illustrate that adult learners have five learning characteristics: self-concept, adult learner experience, readiness to learn, orientation to learning, and motivation to learn (Knowles, 1984). Based on these five assumptions, Knowles (1984) generated four principles as adult education suggestions. This field project incorporates the theory of andragogy as the third framework because adult learners have more needs in the ESL learning process, so teachers must be aware of adult learners' characteristics and adapt their teaching strategies to meet adult learners' needs.

To sum up, these three frameworks provide critical understandings for instructors who teach adult learners online; these frameworks require teachers to pay more attention to learners' needs while lowering their cognitive loads and minimizing learning anxiety. In conclusion, the affective filter hypothesis, cognitive load theory of multimedia learning, and assumptions and principles of andragogy form the foundation of this field project. These theories form the foundation of the practical handbook for novice online ESL teachers who teach adults.

Significance of the Project

Above all, this field project is meant to train and guide novice online ESL teachers who teach adults. This online self-training session will significantly help them and their students to have an efficient learning experience. This field project may also be of interest to ESL and andragogy researchers and the online education industry. It may hold significance for ESL online education because educators will be equipped with academic knowledge, online teaching strategies, and technology resources through this online self-training session. This field project may also interest online language learning program developers, developers of technological study tools, and curriculum designers because it may inspire them to develop more adult-friendly and effective online ESL programs, tools, and curricula. Finally, this field project may be necessary to researchers in the field of second language education, researchers in adult language learning acquisition, and researchers in online education because they can use this field project as research data to complete their study.

Limitations

This online self-training session is designed to equip novice ESL teachers who teach adults in e-learning settings with technological skills, online teaching strategies, and the knowledge of learning cognition and adult education. Therefore, this training session may only provide fundamental knowledge about e-learning, adult education, and second language teaching, which means the training content is not thorough, and novice online ESL teachers who teach adults cannot only study this training session before teaching. Additionally, technology

resources introduced in this training session may be obsolete someday because of the high-speed development of technologies.

CHAPTER II REVIEW OF THE LITERATURE

Introduction

Due to COVID-19, worldwide school education, from preschools to colleges, has faced an unprecedented challenge——holding almost all classes online. This change requires schools to prepare their teachers to adapt to digital technology and adjust traditional teaching mindsets. On the other hand, the online education/training business has been flourishing during the pandemic. According to data from the Flemish Region of Belgium, the number of students participating in the Public Employment Service (VDAB) online training program has increased four times over the same period last year (OECD, 2020). The evidence has revealed the vast potential of online education. To some extent, the fast development of the online education industry has already demonstrated the potential. This tendency will force traditional face-to-face education modes to shift gradually to e-learning modes, including synchronous learning, asynchronous learning, and blended learning. To achieve this transformation, providing practical, reproducible, and adaptable training or guidance to teachers is the key to ensure the quality of online courses, including online English as a second language (ESL) courses.

The purpose behind using this literature review is to provide enough evidence to support the claim that how online programs and digital technologies could boost online ESL education and why online ESL teachers who teach adults should master principles and approaches of Andragogy. This literature review will focus on three themes. The first theme is what online ESL teachers who teach adults should know about adult learning. The second theme is how online language learning programs provide positive experiences to learners. Finally, the third theme is

how technological tools positively influence online language learning. To sum up, this literature review is expected to provide enough background information and knowledge to ESL teachers who work with adult students in e-learning settings to be capable of teaching online.

Adult ESL Learners Needs And Challenges

Research demonstrates that for online ESL teachers of adult learners, knowing learners' learning needs and habits, and also know how to meet adult students' expectations and challenges could lead to positive learning results (Cozma, 2015; Criu & Ceobanu, 2013; Finn, 2011; Hashim et al., 2018; Sole & Moller, 1999; Terrill, 2000). It is essential for ESL teachers who teach adults to keep the knowledge in mind, thus leading an engaging and welcoming e-learning environment that can reduce adult learners' learning anxiety.

Understanding why adult learners have unique learning needs and expectations is the prerequisite for ESL teachers to create appropriate learning settings for them. Finn (2001) researched plenty of studies about adult ESL learners. One of the studies he mentioned in his research, conducted by educator Cyril Houle, suggested three types of adult learners: *goal-oriented learners*, *activity-oriented learners*, or *learning-oriented learners* (Finn, 2001). Among these types, type of *goal-oriented learners* is the most common type in the adult ESL learning process, which means the majority of adult ESL learners have a specific learning need—to be successful in second language learning so they can achieve career success, increase income, and lift their social status. In addition, due to most adult learners facing complicated life situations (job, family, social network, peer pressure), they tend to weigh their “gain and loss” when participating in an ESL program, which means they will take “Can I obtain

more than I cost, including money and time, while investing myself” into consideration.

According to the contexts above, adult learners desire “fast success” in educational activities (Finn, 2001). Similarly, Criu and Ceobanu (2013) compared the different learning abilities and learning needs between children and adults to demonstrate that ESL educators should consider adults’ unique learning habits and offer appropriate instructions.

Criu and Ceobanu (2013) pointed out that Piaget’s epistemology raised by Baxter Magolda in 1992 divided the individual learning process into four stages: *the childhood, the young adult, the adult, and the aged adult*. Learners in each stage have unique learning features, which require educators to develop specific learning plans, including creating specific learning atmospheres for different stages of learners. This theory is based on “the individual’s intellectual development and his capacity to learn” (p.57). According to Criu and Ceobanu (2013), learners in the adult stage can handle more contradictory and ambiguous knowledge, and they tend to accept more practical and introspective approaches to learn. Furthermore, adult learners are more capable of understanding new knowledge intuitively because of their existing knowledge and previous life experience. Additionally, Criu and Ceobanu (2013) also claimed that “adults are motivated by the latest requirements imposed by society, by the wish to be promoted in their profession....” Last but not least, Criu and Ceobanu (2013) indicated an essential feature of adult learning——problem-solving. Compared to children who always focus on the content they are being taught, adults usually study actively. They always feel more comfortable and confident while solving problems, whether working in groups or dealing with independent tasks. While Finn (2001), Criu and Ceobanu (2013) provided plenty of valuable studies about the unique adult learning features to help educators form a sense of adult learning needs, they and other scholars'

studies also provide solutions. Their works inspire educators to create an adults-friendly e-learning setting based on adult ESL learners' needs and goals. (Criu and Ceobanu, 2013; Hashim et al., 2018; Sole & Moller, 1999).

After analyzing adult learners' learning features, Criu and Ceobanu (2013) suggested that educators who serve adults should design e-learning ESL courses based on adult learners' learning styles and cognitive styles. They introduced the study of Sole and Moller (1999) about how to design an appropriate e-learning course for different styles of adult learners. They summarized four types of adult learning based on MBTI (The Myers–Briggs Type Indicator), and suggested practical e-learning activities for each type (Table 1).

Myers-Briggs Type Indicator Match	Learning Style	Activities in E-Learning Settings
Extroverted Intuition	Auditory – learn by listening, talking aloud	<ul style="list-style-type: none"> • Videoconferencing • Synchronous online activities • Multipoint shared software telecollaboration
Introverted Sensing Thinking	Visual – learn by descriptions and demonstrations	<ul style="list-style-type: none"> • Computer-based instruction • Videoconferencing • Either synchronous or asynchronous
Extroverted Introverted Sensing Thinking	Tactual – learn by touching and handling	<ul style="list-style-type: none"> • Computer-based instruction, which involves operating equipment such as the mouse. • Internet • Hypertext links • Synchronous
Extroverted Intuition	Kinesthetic – learn best while moving	<ul style="list-style-type: none"> • May experience difficulty with distance learning which offers limited, if any, delivery that involves moving

Table 1: Myers-Briggs Type Indicator Match, Learning Styles, and Activities in E-Learning Settings (Criu & Ceobanu, 2013)

What Sole and Moller (1999) and Criu and Ceobanu (2013) did indicate that e-learning cannot simply be conducted to individuals since different adults have different personalities and learning styles. Therefore, ESL educators who instruct adults should consider varying the teaching approaches and strategies in e-learning settings according to gender, age, learning styles, previous learning experience. Hashim et al. (2018) hold a similar perspective that teaching and learning strategies utilized in adult ESL education should match learners' learning styles and preferences. Correspondingly, research shows that adult learners who always use appropriate language learning strategies tend to be more successful in language learning.

Hashim et al. (2018) conducted a questionnaire study in a Teaching English as a Second Language (TESL) class at the University of Malaya, which included ten outstanding English learners as respondents. This study aimed to research what second language learning strategies those respondents prefer to use in learning English writing, reading, listening, speaking, vocabulary and grammar. Hashim et al. categorized learning strategies into three categories: cognitive, metacognitive, and socio-affective. The findings of this study demonstrate that although different respondents prefer different language learning strategies, there is a common tendency among all respondents that they all tend to integrate cognitive, metacognitive, and socio-affective strategies to help them acquire new knowledge. According to Hashim et al., this finding demonstrated that ESL learners must know what learning strategies suit them and boost their learning results. Moreover, ESL educators play a crucial role in leading learners to find out their learning preferences and achieve their learning goals. As to the responsibility of ESL educators, Hashim et al. provided further instructions. They suggested that ESL teachers should identify learners' learning styles and preferences in the first place, which matches the idea of

Sole and Moller (1999), Criu and Ceobanu (2013). Furthermore, Hashim et al. indicated that ESL teachers should work as promoters rather than trainers to help adult learners experience different learning strategies and seek the most suitable ones for their English study. Being a promoter or facilitator is not easy because it means ESL educators have to invest more time and effort to get to know their students, not to mention an online ESL educator facing the technological barrier. That is why Cozma (2015) and Terrill (2000) conducted studies about the challenges of teaching English online to adults.

In order to study the challenge of teaching English to adults, Cozma(2015) conducted questionnaire research among twenty experienced English teachers who have both experienced in teaching children and adults. The final data shows that ESL educators who teach adult students may face challenges related to adult learners' physical, cognitive, and affective variables issues. In terms of physical and cognitive factors, sometimes adult students do not engage in learning activities since they have relatively lower energy because of their age and complex life issues. ESL educators might feel upset under such circumstances and lose patience, but Cozma (2015) suggested that they do not take it personally and do not think of their indifference from lack of learning interests. On the other hand, the survey finding shows that sometimes adult learners tend to have lower memory and reaction during the learning process. However, according to Cozma (2015), "the adults may be spending more time on their learning tasks, but they are often more accurate than the younger students, and, therefore, are very likely to acquire solid knowledge." In addition, the attitudinal factor also causes a few challenges when ESL teachers teach adults. First of all, adult students always have high expectations since they have more specific learning purposes and goals. Second, their higher expectation was likely impacted

by their former instructors, so it is not easy for this kind of student to accept new teaching approaches and strategies, even technologies. Third, adult students easily feel anxious in class because they lack confidence and are afraid of making mistakes. Last but not least, according to the findings, ESL teachers tend to feel more nervous when they face adults than teaching children. In conclusion, to deal with these challenges, Cozma (2015) suggested that ESL educators should pay more attention to the way they correct adult learners' errors, and show more supportive and positive attitudes to them since adult students always feel anxious while back to the position of students at an older age.

Similar to the findings of Cozma (2015), Terrill (2000) conducted a literature review that explores, in more depth, the challenges of adult ESL learners in e-learning settings. The findings of this literature review demonstrated that adult learners who are learning English in e-learning settings might face the challenge, including (a) that literacy acts as a gatekeeper to quality information, so students with emergent literacy skills can often only access lower quality resources. Both content and language may keep adult learners from benefiting from the Internet, because according to the report, *Online Content for Low-Income and Underserved Americans: The Digital Divide's New Frontier*, for serving a huge group of low-income Americans and those with limited literacy levels, the language and content of online materials may be written at a relative low literacy level, which may leads immigrants to learn from low quality information; (b) unlike K-12 classrooms, many adult language programs have limited or no internet access; (c) the training needs and cost for instructors are high and it takes time, money and resources to train teachers to master new technologies, as well as integrating those technologies into instruction; (d) language learning is largely a communicative process and the online

communication experience can be limited by unstable internet connections, when learners are not familiar with new technologies, or if instructors do not have the ability to organize online activities. Terrill (2000) concludes that “despite the challenges, computers and internet technology can be effective tools for facilitating language learning among adults” (p.5).

Although there are plenty of challenges for adult learners who study English online, according to Terrill (2000), online ESL teachers should use the technologies in the right way to boost learners’ confidence and motivation.

In summary, the literature reviewed above explains why ESL educators of adult learners should know adult learners’ learning unique needs and preferences. Also, it provides suggestions for ESL educators on how to deal with the challenge and conduct appropriate teaching strategies and approaches in e-learning settings. It includes (a) a few studies that explore the reason for understanding the learning styles and preferences of adult language learners (Criu & Ceobanu, 2013; Finn, 2011); (b) a few studies that what online ESL educators should do for creating an engaging learning environment to adult students (Criu & Ceobanu, 2013; Hashim et al., 2018; Sole & Moller, 1999); (c) a few studies that introduce challenges and solutions of teaching ESL to adults (Cozma, 2015; Terrill, 2000). ESL educators need to understand adult ESL learners’ learning preferences, challenges, and solutions. This background information and knowledge can equip them with well-prepared mindsets and positive attitudes, thus creating an engaging and welcoming learning environment to reduce adult learners' learning anxiety.

Online Language Programs: Positive Experiences

Research demonstrates that participants in various kinds of online language learning programs tend to have positive experiences. It includes (a) a study that demonstrates evidence of a shift in positive beliefs towards online and blended learning (Orsini-Jones & Cerveró Carrascosa, 2019); (b) a study that articulates that synchronous learning management systems (SLMS)-supported online language learning can increase learner confidence and reduce learner isolation (Wang & Chen 2007); (c) a study that explores the use of the guided autonomy learning pathway (an experimental computer-mediated online language learning program incorporating a tailor-made tutoring system) (Brudermann, 2016); (d) a study that articulates how teaching and learning foreign languages can be done by using social media-enhanced collaborative learning environment (Mondahl & Razmerita, 2014). It is crucial because taken together, these studies help to justify the claim that online programs that make use of technological tools can be used to reduce the affective filter of adult language learners.

Many studies demonstrate that online learning can be a positive experience for language learners and their teachers. For example, in 2019, Orsini-Jones and Cerveró Carrascosa conducted a study to explore the idea of using Massive Open Online Courses (MOOCs) in English language teacher education. Conducted at Florida Universit ria in Spain and Coventry University in the UK, this study included 12 undergraduates English Language Teaching (ELT) students from Spain who were in their third year of a four-year degree course to earn a Bachelor of Arts in primary education. It also included 26 postgraduate ELT students from the UK. This study demonstrates that over half of the participants agreed that taking part in the project positively changed their beliefs about online learning. For example, according to the post-study

survey, 60% of participants agreed that taking part in the project had changed their beliefs on online learning (positively), and 80% agreed that the project had helped them reflect on their teaching practice in a novel way. Orsini-Jones and Cerveró Carrascosa conclude that online and blended learning has the potential to support an integrated approach to the adoption of technology in participants' future practice. It is related to the work of Wang and Chen (2007) that demonstrated that SLMS-supported online language learning positively influences learning confidence.

Similar to the findings of Orsini-Jones and Cerveró Carrascosa (2019), Wang and Chen (2007) addressed that physical distance from teachers and language learners, language communities makes language teaching and learning difficult. Wang and Chen (2007) illustrate that further research and innovation in the use of synchronous learning management systems (SLMS) can support remote language teaching and learning. A pilot study carried out in late 2005 examined the performance of the Collaborative Cyber Community (3C) platform developed by the National Sun Yat-sen University in Taiwan. Seven participants enrolled in an intermediate level of the Open Learning Chinese Program at Griffith University in this study. Each participant was equipped with a Web camera, a headset, and access to the system. They took a two-hour live speaking tutorial per week for 10 weeks through the 3C platform. The findings of this study demonstrate that all students participated in the SLMS with enthusiasm and reported enjoyable learning experiences. Participants also considered the convenience and time efficiency of the program as two important advantages of SLMS. For example, because all participants attended the online courses at home, they did not commute. Also, participants reported that studying at home created a relaxing and comfortable atmosphere for learning;

however, there were still problems, such as sound quality and technical issues. Wang and Chen (2007) concluded that SLMS-supported online language learning could increase learner confidence and reduce learner isolation.

According to Brudermann (2016), digital learning environments also have the potential to solve current issues related to personalized teaching and increasing opportunities for ESL learning at the university level. This study included 250 French undergraduate Science, Technology, Engineering and Mathematics (STEM) students at University Pierre et Marie Curie, Paris. This study demonstrates that online tutoring systems can organize a large group of learners and manage them from a pedagogical perspective. However, online courses in this study tend to consolidate existing L2 knowledge rather than building new knowledge. Brudermann (2016) concludes that this study contributes to a discussion on remote foreign language teaching solutions and foreign language teaching at the university level.

Mondahl and Razmerita address another way in which online learning may benefit language learners. According to the authors, current undergraduate students tend to be very pragmatic and results-oriented. They tend to prefer surface learning, limiting the development of a more thorough and long-term knowledge base. To address this, Mondahl and Razmerita studied the experiences and challenges of using a social media-enhanced collaborative learning environment in foreign languages at Copenhagen Business School. This study included 150 students taking a fourth-semester course in English Business Communication in the International Business Communication program. This study demonstrates that participants recognized that social media-enhanced collaborative learning helped them form a habit of knowledge sharing. The authors suggest that this may contribute to motivation and a willingness to learn, enabling

students to acquire communicative, critical, and collaborative skills useful for scholarly and professional contexts.

In summary, research demonstrates that most participants in online language programs/studies think online courses are valuable and practical. It includes (a) a study by Orsini-Jones and Cerveró Carrascosa (2019) that illustrates that teachers of language learners may benefit from taking online and blended language learning courses; (b) the study by Wang and Chen (2007) articulates that SLMS-supported online language learning can increase learner confidence and reduce learner isolation; (c) a study by Brudermann (2016) who claims that online tutoring may benefit language learned at the undergraduate level; (d) a study by Mondahl and Razmerita (2014) that illustrate how social media-enhanced collaborative learning environment can provide learners with motivation and willingness to learn. Taken together, this body of research helps to justify the claim that online programs that make use of technological tools can be used to reduce the affective filter of adult language learners. Related to this is a body of scholarship that demonstrates that technological tools also positively influence language teaching and learning.

Technological Tools: Positive Influence on Language Learning

Research demonstrates that technological tools may have positive influences on the L2 acquisition of learners. It includes (a) a study that articulates the benefits of three different virtual educational platforms (Valencia et al., 2018); (b) a study that claims that iPhone applications can help to improve English pronunciation (González, 2012); (c) a study that claims that eye-tracking technology can be used to understand student attention and focus during the synchronous content of online classes. (Stickler & Shi, 2017). It is important because the studies in this section, along

with those in the previous section, help justify the claim that online programs that use technological tools can be used to reduce the affective filter of adult language learners.

First, Valencia et al. (2018) explore the use of online platforms used by language learners. In this analysis, the authors describe and evaluate three virtual educational platforms according to four criteria: (a) technical and material design; (b) instructional design; (c) tutorial action and the virtual class. Three universities participated in this study including Uniminuto University in Colombia, Tecnológicos de Monterrey in Monterrey, Mexico, and the Universidad del Tolima in Ibagué, Colombia. This study included three virtual educational platforms, including

- the Moodle platform, which contains an assigned course, as well as different tools
- the Blackboard platform, which provides learners tools such as the calendar, announcements, and emails
- the Jimdo educational virtual platform, which presents a diversity of tools for the students, such as videos, links, easily accessible books.

This study demonstrates that virtual platforms may provide learners with visible, clear learning information that is esthetically pleasing. Another benefit is that online platforms can often be used with other platforms because they are accessible from tablets or cell phones with internet access. Furthermore, the online platforms allow the instructors to guide, motivate, and evaluate students and support students with technical difficulties during the course. This study explores a different technological tool, Apple's pronunciation teaching applications, or *apps* (González, 2012).

According to González (2012), pronunciation is an essential competence in L₂ learning, but it is often compromised in the classroom because of time constraints. González examined the

strengths and limitations of some best-selling iPhone apps designed to support language learners with English pronunciation. This study included reference apps, such as *Pronounce English AZ*, *HowJsay*, *English as it is broken* or *FORVO*, and pronunciation training apps, such as *English File Pronunciation*, *Phonetic Focus* and *Sounds*. The findings of this study demonstrate that apps should pay more attention to suprasegmental features and their functions, such as sentence stress or intonation, or video-quizzes to test a speaker's attitude. The authors suggest that apps could also be redesigned to include dialogue illustrating issues such as sentence stress or intonation or video-quizzes to test a speaker's attitude. Furthermore, the authors suggest that apps aimed at language production, such as pronunciation, should provide some type of feedback. Additionally, activities could use authentic materials to check that users understand what they learn. Gonzales concludes that simple explanations illustrating differences between the phonological system of English and that of the users' L1 might be useful. It would be preferable to reinforce sound discrimination practice (p.86). Related to the study of technological tools such as online platforms and apps, Stickler and Shi (2017) explore the use of eye-tracking tools to help English language teachers track the focus and attention of second language learners.

According to Stickler and Shi (2017), although online teaching is becoming popular, few studies explore the behavior of learners in the synchronous portion of online classes. Stickler and Shi (2017) studied the learner's perspective in online language learning by using eye-tracking technology. This study included 10 adult learners of Chinese at the beginning to lower intermediate level. Nine were learners from western countries, and one was a native speaker of Cantonese. The findings of this study demonstrate that (a) eye-tracking can be used as an effective tool to monitor learners' attention in online classes; (b) learners paid more attention to

social areas, which indicates that learners have a strong desire to represent themselves well when learning a new language online. Stickler and Shi (2017) conclude that eye-tracking is a unique tool to understand learners' attention during the synchronous portion of online language classes (p.72). The study suggests that it may be helpful for language educators to be aware of the learners' interests by knowing where students are looking. Based on this information, educators can plan their teaching content more strategically.

In summary, research demonstrates that various technological tools may positively influence the L₂ acquisition of learners. It includes (a) a study by Valencia et al. (2018) that evaluates the use of different educational platforms; (b) a study by González (2012) that articulates the uses and limitations of several apps for teaching English pronunciation; (c) a study by Stickler and Shi (2017) that explores how eye-tracking technology may help teachers to become more aware of students focus and perspective during the synchronous portions of online language courses. Taken together, this body of research, in addition to the literature reviewed in the sections above, justifies the claim for this literature review that online programs that make use of technological tools can reduce the affective filter of adult language learners.

Summary

This literature review claims that online programs that use technological tools can reduce the affective filter of adult language learners. The scholarship that justifies this claim includes three sets of evidence that demonstrate (a) what teachers of adults language learners should know and do; (b) that most participants in online language programs have positive experiences; (c) how technological tools may have a positive influence on language learning. The affective filter hypothesis was used to frame this body of scholarship. This claim and body of evidence

demonstrate that adult language learners may benefit from online language lesson plans that provide them with academic support and provide technological and emotional support to reduce their affective filter.

CHAPTER III THE PROJECT AND ITS DEVELOPMENT

Brief Description of the Project

This project is an online self-training session for novice online English as a second language (ESL) teachers who teach adults. The following narrative describes the project, its organization, and its contents. The project website is indicated at the end of this chapter, and is also available in the appendix. Screenshots of the website are included in the appendix.

This field project, “Novice Online ESL Teacher Training,” is a website designed to help teachers organize an engaging and welcoming online class for adults. It is intended to provide practical, reproducible, and adaptable free guidance to novice online ESL teachers and equip them with basic academic knowledge and technological skills. With the development of online education, ESL teachers face the challenge of adapting themselves to new teaching models, such as synchronous teaching, asynchronous teaching, and blended teaching. However, they do not have enough accessible resources to gain technology skills because of the limitations of time and money (Terrill, 2000; Tomlinson, 2019).

Research about adult learning indicates that teachers are well-aware of adult learners’ unique learning motivation and learning habits can lead to positive learning results (Ceobanu, 2013; Cozma, 2015; Finn, 2011; Hashim et al., 2018; Terrill, 2000). Therefore, this online self-training session is created to provide novice online ESL teachers with free resources to educate themselves on understanding adult learners better and creating an engaging and welcoming learning environment for them.

The training session will help the participants with academic background knowledge, online teaching and adult education strategies, and technological resources. Quizzes will be used to check comprehension. Academic knowledge is essential to novice online ESL teachers who teach adults to form an advanced teaching philosophy. Online teaching and adult education strategies will help them understand their students' needs and conduct appropriate online class instructions. Technological resources are tools that can assist teaching activities and boost teaching results. Quizzes throughout the session can examine and consolidate participants' comprehension.

Organization

The online self-training session is organized from broad to narrow. It starts with academic theories to explain the reasons and the fundamentals. And then, the training narrows down to specific tips, strategies, technology resources for hosting an online ESL class. Otherwise, the various quizzes throughout the training consolidate the participants' comprehension and simplify complex concepts, making them easier to understand. The selected answer is recorded automatically online no matter what type of quiz, and participants will always have chances to revise their answers until getting the right one. Furthermore, participants have the autonomy to decide when they want to attempt the quiz: before, during, or after finishing all training.

Content of Sections

Table of Contents (Novice Online ESL Teacher Training)

The first page of the online training session begins with the name of the session and a brief introduction to this session. There is a "Start Course" button under the name of the session.

The introduction will lead participants to click this button to start the training from the beginning. The introduction includes the training content, training goal, and the length of this training session. The lower part of this page shows the table of contents. Participants can review the section by clicking the corresponding name anytime. The system will save their training progress automatically, so they are allowed to go back to this page and go to other sections even if they have not completed the previous section.

Introduction

This section introduces the current adult online education situation, especially under the pandemic era, to present a big picture of online teaching. Academic background is introduced as a fundamental of online education and adult education. A quiz is necessary since academic knowledge is the core of curriculum design.

Before The Training Starts. This part briefly introduces e-learning under the pandemic era to explain the relationships between humans and technology, the current development trend of adult online education, and the challenge that ESL teachers face in this digital world. Additionally, this part simply lists skills online ESL teachers who teach adults should have, which is also a summary of the main content of this training session. Last, this part presents what participants will gain from this training which represents the training goals.

Academic Background. There are three academic theories presented in this part: the affective filter theory, the cognitive load theory of multimedia learning, and the theory of andragogy. The first two theories focus on learning cognition, especially on eliminating learning barriers, which will lead participants to place considerable value on reducing learners' learning anxiety and cognitive loads. The third theory focuses on adult education, including assumptions

of adult learning and principles of adult education, which will lead online ESL teachers who teach adults to pay more attention to designing an adult-friendly online ESL course.

Quiz 1——Multiple-choice and Multiple-answer. This quiz is for checking participants' comprehension of prior training content. There are 10 multiple-choice and multiple-answer questions related to the Academic Background part.

Strategies

This section is practical since it focuses on introducing critical terminology for online teaching, tips for running an online ESL class, and methods for improving adult learners' learning results. Training content in this section is universal so that novice ESL teachers can adapt them for their own classes.

Key Terminology For Online Teaching. Knowing the language is the precondition for most novice online ESL teachers to wider explorations in the online education field. This part introduces 10 critical terms that online ESL teachers may encounter or apply in their instruction activities. The ten terminology include:

- *Accessibility*
- *Synchronous Learning*
- *Asynchronous Learning*
- *Blended Learning*
- *Multimedia Learning*
- *E-learning*
- *Live Transcription*
- *Breakout Room*

- *Webinar*
- *Video Conference*

The presentation of this part is interactive. Participants can only see the names of these terms on the initial surface. They have to click the “+” sign to unfold the entry for further explanation or definition.

Quiz 2—Matching. This quiz is for checking participants’ comprehension of prior training content. The type of quiz is matching. 20 puzzle pieces represent the terms and the corresponding definitions. Participants have to move the disordered puzzle pieces to match the pairs.

Ten Tips For Running An Online ESL Class. This part provides novice online ESL teachers with ten practical and reproducible tips that involve strategies from the preparatory phase to the execution phase of online ESL teaching. The 10 tips include:

- *Find The Right Technology.*
- *Determine An Appropriate Length Of Your Class.*
- *Set Up Your Computer Before Starting The Meeting.*
- *Login Ahead Of Students.*
- *Declare Online Class Rules Before Starting The Class.*
- *Always Share Your Screen.*
- *Take Time To Read The Chatbox.*
- *Always Use The Breakout Rooms.*
- *Integrate Multimedia Learning Content Appropriately.*
- *Always Record All Lectures And Upload Them.*

The presentation of this part is interactive. The initial surface of this page is the introduction of this part. Participants have to click the “arrow” sign to fathom every tip and the corresponding explanation.

Quiz 3—Scenario-based Drill. Participants will find a role-play character named Mia on the initial surface of this section. The character of Mia is a novice online ESL teacher who needs advice and suggestions from the participants. There are four questions in total from Mia. Participants have to select the correct answer from the provided answers on the screen to move to the next question. The scenario questions in this part are all related to the previous training content. The four scenario questions are:

- *“I feel excited and nervous for my first class. Where should I get started?”*
- *“Tomorrow is the day! Do you have any suggestions of things I should do right before the online class begins?”*
- *“How about things I should pay more attention to during the class?”*
- *“How can I organize group activities online?”*

This scenario-based drill is designed to transform participants’ theoretical knowledge into practical application.

Methods For Improving Adult Learners’ Learning Results. This part of training is related to the cognitive overload theory mentioned in the academic background section. The academic background section explains why it is essential to reduce cognitive overload, while this part of training introduces five scenarios of cognitive overload and the corresponding solutions. The five scenarios and corresponding solutions are:

- *Scenario 1: Visual channel is overloaded by essential processing demands.*

Solution: Off-loading

- *Scenario 2: Both channels are overloaded by essential processing demands.*

Solution 1: Segmenting

Solution 2: Pretraining

- *Scenario 3: One or both channels are overloaded by essential and extraneous material.*

Solution 1: Weeding

Solution 2: Signaling

- *Scenario 4: One or both channels are overloaded by essential processing and confusing presentation of essential material.*

Solution 1: Aligning

Solution 2: Eliminating redundancy

- *Scenario 5: One or both channels are overloaded by essential processing and representational holding.*

Solution 1: Synchronizing

Solution 2: Individualizing

These scenarios are universal mistakes that novice online ESL teachers may encounter in their incipient instruction activities since they might misunderstand using multimedia tools and content. Therefore, this part of training can provide cautions to prepare novice online ESL teachers with noticing and reducing the risk of cognitive overload and high affective filters.

Quiz 4—Multiple-choice and Multiple-answer. There are four multiple-choice and multiple-answer questions related to the last part to check participants' comprehension.

Resources

In this section, technological resources about online ESL instruction are provided. The primary resources introduced in this section include Zoom, Google Workspace, and Screencast-O-Matic, which can assist online ESL teachers in hosting online classes, managing and sharing multimedia content with students, and recording and editing video instructions on their own. The main presentation of this section is tutorial videos that are initially from YouTube.

Zoom. This part of the training introduces participants to Zoom. The training content focuses on signing up and downloading Zoom and applying ESL instruction-related Zoom features. At the end of this part, participants can find further resources about Zoom that they can learn after this training. There is also a hyperlink on this page that can directly allow participants access to the homepage of Zoom.

Google Workspace. This part of the training introduces participants to Google Workspace, especially Google Meet and Google Drive. The training content focuses on using Google Meet to host online classes and how to use Google Drive to manage and share content with students. At the end of this part, participants can find further resources about other software of Google Workspace that they can learn after this training. There is also a hyperlink on this page that can directly allow participants access to the homepage of Google Workspace.

Screencast-O-Matic. This part of the training introduces participants to Screencast-O-Matic, a screen recording and video editing tool. This part starts by explaining what screencast is and why online ESL teachers need screen recording and editing skills—and then introducing applications of three features of Screencast-O-Matic, which are how to use the recorder, how to scripted recordings, and how to add captions. At the end of this part,

participants can find further resources about other software of Screencast-O-Matic that they can learn after this training. There is also a hyperlink on this page that can directly allow participants access to the homepage of Screencast-O-Matic.

Conclusion

This section summarizes key takeaways and provides the author's contact information in case there are further questions or suggestions from participants. At the end of this part, participants will receive a course completion certificate.

Development of the Project

As a novice ESL teacher who teaches children and an online Chinese as a second language teacher who teaches adults, I have always been interested in combining my teaching experience to enhance my ability to create an engaging and welcoming online class. After years of teaching different languages and different age groups, I have learned that when comparing the teaching of children to teaching adults, the latter needs more strategies and knowledge of andragogy. However, the reality is that with the development of the online adult education industry, especially during the pandemic, many ESL teachers without any online and adult teaching experience have joined in this field, which causes unstable teaching quality in the adult education market. On the other hand, according to a body of research, schools, institutions do not want to invest time and money to train novice online ESL teachers. In conclusion, combining my teaching experience, academic knowledge of second language teaching, and the current dilemma that novice ESL teachers face, I decided to design a free online self-training session for novice online ESL teachers who teach adults. This session is designed to equip novice online ESL

teachers with academic knowledge, reproducible online teaching and adult education strategies, and the latest practical technology resources.

Academic knowledge in this training helps novice online ESL teachers teach adults to build a foundation of learning cognition and adult education. I learned the affective filter theory and the cognitive load theory of multimedia learning in my master's program of Teaching English as A Second Language (TESOL) at the University of San Francisco (USF). These two theories are introduced in this self-training session to explain why ESL teachers have to create an engaging and welcoming class environment. The other theory is introduced in this training session is the theory of andragogy. When I taught Chinese as a second language to college students at USF, I found that these college students are more nervous in the online class than my ESL students who are Pre-K kids. Usually, Pre-K students only feel nervous at the beginning of the class. They can abandon anxiety and suspicion in a short time if you let them talk about their favorite toys or play an animation to activate the class atmosphere. However, my college students tend to show more doubts and isolation. Therefore, I realized that I have to use different strategies and activities to communicate with adult students. That was the time I started to study andragogy. According to the assumption of adult learners and the principles of adult education, I gradually formed my teaching style to better serve adult students.

Academic background in this training is indispensable. Some novice online ESL teachers may already have the experience of teaching a second language in-person, so they only need to enhance their technological skills and learn the different online teaching approaches. However, some novice online ESL teachers may want to start their second language teaching career by becoming an online ESL teacher, so it is essential to ensure they are educated in academic

knowledge about second language learning and adult education before introducing them to more practical strategies and approaches.

Practical online teaching strategies training brings novice online ESL teachers from the academic world to reality. When I was a novice online second language teacher, my academic knowledge served as a lighthouse that always navigated me in the right direction, while practical online teaching strategy was the boat that carries me to the destination of success. When I realized the difference between andragogy and pedagogy, I started to adapt my teaching activities from the assumptions of adult learners and the principles of adult education. I started spending more time communicating with my college students about their learning motivation, learning needs, and prior learning experience. Furthermore, I used two to three sessions to observe my college students' specific learning styles and adjust my teaching strategies. The result is that those adult students gradually become talkative and do not afraid of making mistakes in my online class. I hope the strategies introduced in this self-training session can help other novice online ESL teachers to create an engaging and welcoming environment for adult students.

It is unavoidable for online ESL teachers to use technology tools in their classes, so lack of technology skills is another challenge for many novice online ESL teachers. Some of them might already have experience using web conferencing tools to host online classes, but it is not the whole picture of online teaching technology. Therefore, this self-training session introduced novice online ESL teachers to technology tools as resources from three aspects: software that assists in hosting meetings (Zoom and Google Meets), file management and sharing tool (Google Drive), and screen recording and editing tool (Screencast-O-Matic). Although it is impossible to provide novice online ESL teachers with all technology resources in a two-hour self-training

session, they can at least start their online class when they know how to use some key features of Zoom and Google Meets. They can also design blended teaching courses when they have the ability to create instruction videos by themselves. They will continue educating themselves during their online ESL teaching journey, and this self-training session is just a start.

The Project

“Novice ESL Teacher Training”

https://rise.articulate.com/share/kfKICDLGT5LqSY5UgHByzgTPW4fFb_eR

Examples of the online self-training session content, as well as links to individual sections, can be found in the appendix.

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Novice online English as a second language (ESL) teachers who teach adults need economical and practical training resources to equip them with academic knowledge and technology skills for their future careers. Schools and institutions need to value training sessions/programs for novice online ESL teachers who teach adults because whether online education or adult education requires more specific instruction skills. This field project created a free online self-training session as an accessible resource for novice online ESL teachers who teach adults, and schools and institutions that hire novice online ESL teachers, to prepare them for creating an engaging and welcoming online class for adult students.

Creating an engaging and welcoming online ESL class for adult students requires teachers to integrate second language teaching abilities, adult education abilities, and technology tools in teaching activities.

It is essential for ESL teachers who teach adults to have the knowledge of andragogy (Knowles, 1984), including the assumptions of adult learners and the principles of adult education. Knowing adult learners' specific learning motivation, learning needs, and learning habits could help ESL teachers host an adult-friendly class, which is much possible to meet learners' expectations, stimulate their learning enthusiasm and lead to positive learning results (Cozma, 2015; Criu & Ceobanu, 2013; Finn, 2011; Hashim et al., 2018; Sole & Moller, 1999; Terrill, 2000). For reducing learners' affective filter (Krashen, 1982), knowledge of andragogy can help ESL teachers who teach adults to build a positive relationship with adult students and

boost their confidence by respecting adult learners' prior experience and learning needs and delivering problem solving-centered learning content and activities.

The studies of Orsini-Jones and Cerveró Carrascosa (2019), Wang and Chen (2007), Brudermann (2016), Mondahl and Razmerita (2014) highlighted that online language learning programs could create an environment to reduce learning barriers and positive learning experience for learners. These studies demonstrate the positive results of online language learning programs from the study of synchronous learning-support systems (Wang & Chen 2007), asynchronous learning programs (Brudermann, 2016), and blended learning projects (Orsini-Jones & Cerveró Carrascosa, 2019). Multimedia technologies also positively influence the second language acquisition of learners (Valencia et al., 2018; González, 2012; Stickler & Shi, 2017). Studies about virtual educational platforms (Valencia et al., 2018), English pronunciation study iPhone applications (González, 2012), and eye-tracking technology (Stickler & Shi, 2017) are demonstrated that can not only technological boost learning acquisitions but also study the future potential of online education. The study of eye-tracking technology that Stickler and Shi conducted in 2017 indicated that technology could help educators understand learners deeper so that they can adjust teaching strategies, teaching content, and teaching tools. All the studies of online education platform/programs and technological tools are the evidence of technology have positive impacts on second language learning.

However, novice online ESL teachers should be aware that overusing multimedia technologies can lead to cognitive overload. Therefore, they must have knowledge of the cognitive load theory of multimedia learning (Mayer, 2014) and cognitive overload (Mayer, 2003), which indicates that cognitive overload can lead to higher learning barriers and learning

anxiety. To sum up, it is important that novice online ESL teachers appropriately use e-learning platforms/programs and multimedia technology tools. Otherwise, those auxiliaries will cause adverse effects rather than positive learning results.

In conclusion, the online self-training session provides novice online ESL teachers with a general knowledge of language acquisition, cognitive loads of multimedia learning, adult education. Meanwhile, it also offers online ESL teaching strategies and resources for novice teachers who teach adults.

Recommendations

The online self-training session for novice online ESL teachers was developed to provide teachers unfamiliar with online teaching and adult education 1) academic theoretical knowledge, 2) practical online teaching and adult education strategies, and 3) online ESL teaching resources. Additionally, this self-training session provides quizzes throughout the session, designed to examine and consolidate learners' comprehension. It is expected that not only this self-training session open a window of the online education field for novice teachers but also a free resource for those who do not have the financial capability and time to collect those online ESL teaching-related resources. Through this two-hour self-training session, novice online ESL teachers can gain knowledge of the affective filter theory, the cognitive load theory of multimedia learning, and the theory of andragogy, which are fundamental guidance of online ESL education for adults. Novice online ESL teachers are introduced to practical online teaching and adult education strategies in this online self-training session. Key terminology of online education and tips for hosting an engaging online ESL class introduced in this self-training session are expected to help novice online ESL teachers form a big picture of online ESL

education and prepare their online classes from scratch. Methods for improving adult learners' learning results introduced in this self-training session are aimed to educate novice ESL teachers who teach adults on avoiding cognitive overloads and methods of solving emergent cognitive overload problems. Last but not least, novice online ESL teachers who teach adults can collect resources about hosting online classes. They can also learn how to use the software introduced in this self-training session to boost their online ESL instruction.

Besides training content, the presentation of this online self-training is a strong example for novice online teachers what an e-learning instruction material/session could be. Participants can use any device, including computers, smartphones, and tablets, to access this training session. To complete this self-training session, participants are not just watching the screen and read texts but have to interact with the content. For example, they have to click a “+” sign on the screen to get further information. They have to complete a scenario-based quiz by having “conversations” with the character in the quiz. Those interactive activities in this self-training session also educate novice online ESL teachers who teach adults how to create an engaging and welcoming online ESL session.

Content in this self-training session, especially online teaching strategies and resources introduced in the session, is dynamic since the speed of technology development is too rapid to pursue. Therefore, it is recommended that participants not just follow the instructions in this session but also check other current development tendencies of online education and technologies.

The online self-training session has the potential to provide researchers with data to study adult education, especially on asynchronous learning. On the other hand, online ESL teachers

will not only learn the online teaching knowledge and strategies but also can imitate this online self-training session to create their online teaching material.

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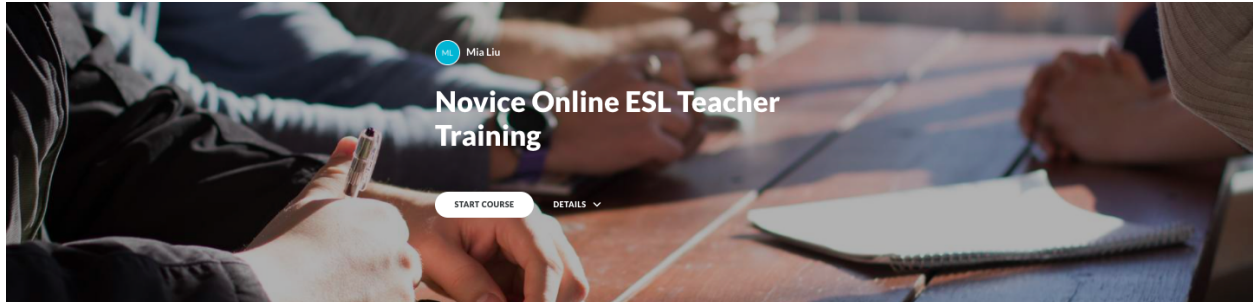
APPENDIX

Novice Online ESL Teacher Training

Home Page

https://rise.articulate.com/share/kfKICDLGT5LqSY5UgHByzgTPW4fFb_eR#/

1. Introduction of the training session



Instructions: This training session is designed to introduce knowledge about e-learning and adult learning to novice online ESL teachers, especially those who teach adults. You will experience **FOUR** sections during this self-training session: Introduction, Strategies, Resources, and Conclusion. For consolidating your comprehension, you have to complete **FOUR** quizzes throughout the session. To complete this self-training will take you up to **TWO** hours. You are expected to be familiar with online teaching and adult education and be equipped with online teaching skills after this training.

Are you ready? Click the "Start Course" button to start your journey!

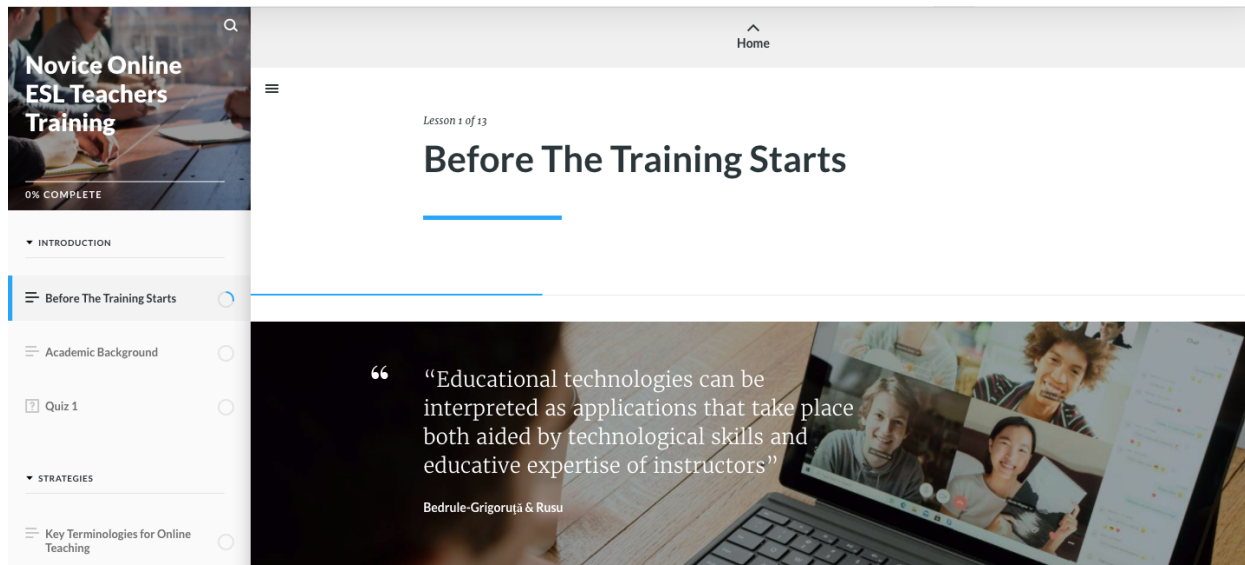
2. Table of contents

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≡	Before The Training Starts	○
≡	Academic Background	○
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RESOURCES		
≡	Zoom	○
≡	Google Workspace	○
≡	Screencast-O-Matic	○
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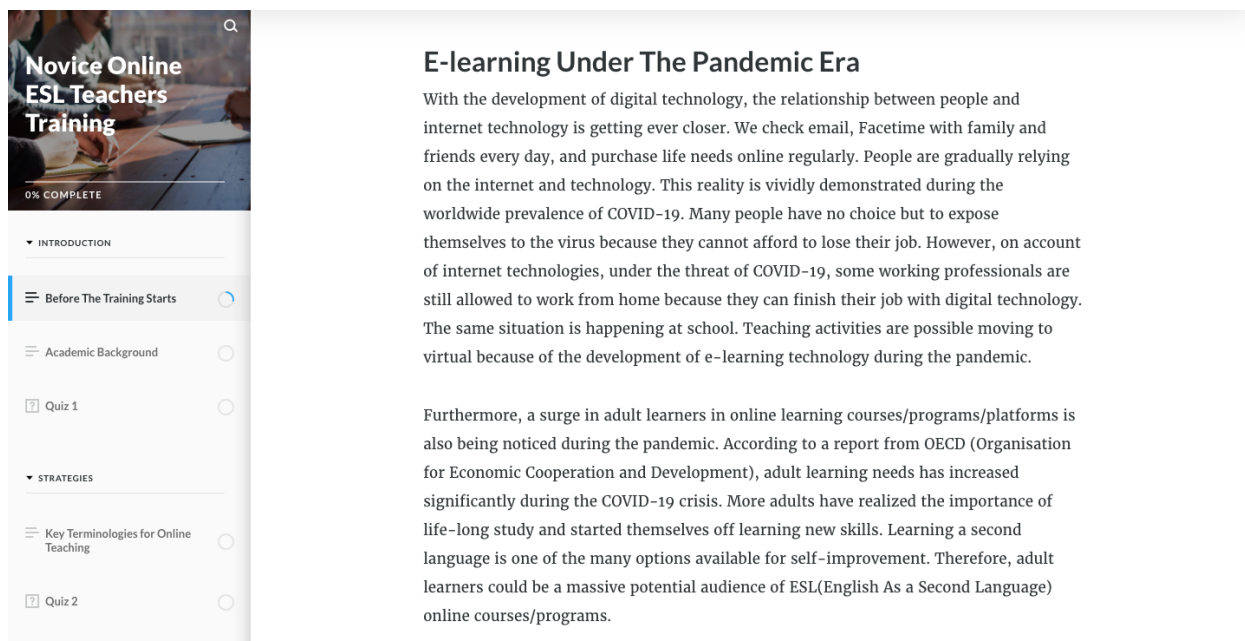
Section 1: Introduction

1. Before the training starts: Part 1

https://rise.articulate.com/share/kfK1CDLGT5LqSY5UgHBVzgTPW4fB_eR#/lessons/4bN5mho0y3CNydvYxUsOa9LN9RA8a-Lh



The screenshot shows the course interface for 'Novice Online ESL Teachers Training'. The left sidebar lists the course structure: INTRODUCTION, Before The Training Starts (selected), Academic Background, Quiz 1, STRATEGIES, and Key Terminologies for Online Teaching. The main content area displays the title 'Before The Training Starts' and a quote by Bedrule-Grigorujā & Rusu: "Educational technologies can be interpreted as applications that take place both aided by technological skills and educative expertise of instructors". The background image shows a laptop screen displaying a video conference with three participants.



The screenshot shows the course interface for 'Novice Online ESL Teachers Training'. The left sidebar lists the course structure: INTRODUCTION, Before The Training Starts, Academic Background, Quiz 1, STRATEGIES, Key Terminologies for Online Teaching, and Quiz 2. The main content area displays the title 'E-learning Under The Pandemic Era' and a paragraph discussing the impact of digital technology on education during the COVID-19 pandemic. The background image shows a laptop screen displaying a video conference with three participants.

E-learning Under The Pandemic Era

With the development of digital technology, the relationship between people and internet technology is getting ever closer. We check email, Facetime with family and friends every day, and purchase life needs online regularly. People are gradually relying on the internet and technology. This reality is vividly demonstrated during the worldwide prevalence of COVID-19. Many people have no choice but to expose themselves to the virus because they cannot afford to lose their job. However, on account of internet technologies, under the threat of COVID-19, some working professionals are still allowed to work from home because they can finish their job with digital technology. The same situation is happening at school. Teaching activities are possible moving to virtual because of the development of e-learning technology during the pandemic.

Furthermore, a surge in adult learners in online learning courses/programs/platforms is also being noticed during the pandemic. According to a report from OECD (Organisation for Economic Cooperation and Development), adult learning needs has increased significantly during the COVID-19 crisis. More adults have realized the importance of life-long study and started themselves off learning new skills. Learning a second language is one of the many options available for self-improvement. Therefore, adult learners could be a massive potential audience of ESL(English As a Second Language) online courses/programs.

Before the training starts: Part 2

Novice Online ESL Teachers Training

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Skills Online ESL Teachers Who Teach Adults Should Have

- Online ESL teachers need to equip themselves with **language teaching skills**.
- Online ESL teachers need to equip themselves with **technological skills** to create and conduct engaging online courses.
- ESL teachers who teach adults online must be acquainted with **adult second language acquisition** knowledge since adult learners may have unique learning needs and obstacles.

Novice Online ESL Teachers Training

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What Will You Gain From This Training?

- First and foremost, the training would guide you to create an inviting and engaging e-Learning setting to reduce adult learners' learning anxiety.
- This training will provide you with technological support, including instructions for e-Learning platforms and tools you might use.
- You will be introduced to some general but handy tips and advice for teaching adults online.
- Consequently, this training session will equip you with Andragogy knowledge, knowledge of Affective filter, and e-learning-related practical operation to create an adult-friendly online learning environment.

CONTINUE

2. Academic background: Part 1

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Lesson 2 of 13

Academic Background

1. The Affective Filter Theory





The affective variables of motivation, self-confidence, and anxiety profoundly influence language acquisition.

Stephen Krashen

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The Affective Variables

Motivation

Self-confidence

Anxiety

The Necessity of Reducing Affective Filter


The Affective Filter Theory describes the relationship between affective variables and the process of acquiring an additional language. It indicates that a high affective filter would hinder learners' input, however, the lower affective filter could lead to more effective second language acquisition. Therefore, educators should not only focus on pedagogical goals but also creating an engaging and welcoming learning environment to reduce learners' affective filter.


Academic background: Part 2

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2. The Cognitive Theory of Multimedia Learning





A fundamental hypothesis underlying research on multimedia learning is that multimedia instructional messages that are designed in light of how the human mind works are more likely to lead to meaningful learning than those that are not.

Richard E. Mayer

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Three Assumptions of the Cognitive Theory of Multimedia Learning

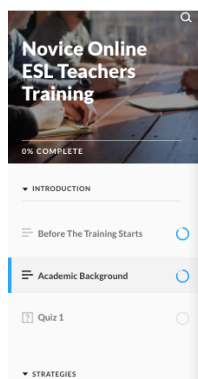
- The Dual-channel Assumption.** The assumption is that humans possess separate information processing channels for *visually represented material* and *auditorily represented material*. When applied to the cognitive theory of multimedia learning, the assumption suggests that the human information-processing system contains an auditory/verbal channel and a visual/pictorial channel.
- Limited Capacity Assumption.** The second assumption is that humans are limited in the amount of information that can be processed in each channel at one time.
- Active Processing Assumption.** Not like a common view of humans as passive processors who seek to add as much information as possible to memory, Mayer suggests that humans are active processors who seek to make sense of multimedia presentations.

Cognitive Overload

Definition

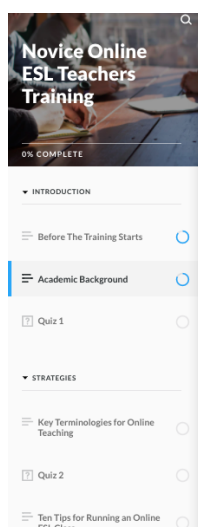
Cognitive overload means the capacity of humans two information processing channels can not deal with the overload learning tasks.

Academic background: Part 3



Five Scenarios of Cognitive Overload

- 1 The visual channel is overloaded by essential processing demands.
- 2 Both visual and audio channels are overloaded by essential processing demands.
- 3 One or both channels overloaded by essential and incidental processing(attributable to extraneous material).
- 4 One or both channels overloaded by essential and incidental processing (attributable to confusing presentation of essential material).
- 5 One or both channels overloaded by essential processing and representational holding.



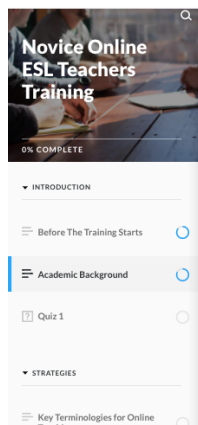
The Importance of Reducing Cognitive Overload

According to the three assumptions of the cognitive theory of multimedia learning, humans process pictorial and verbal material through two different information-processing systems, and each system is limited in processing and storing information. Other than that, humans are actively building connections between visual and audio information. These three assumptions indicate a huge potential that humans would encounter the situation of cognitive overload in learning procedures.

Cognitive overload is a crucial issue both for learners and educators. The learning efficiency and learning results will be affected by cognitive overload. Besides, cognitive overload could discourage learners' enthusiasm for learning. Therefore, it is educators' responsibility to appropriately integrate multimedia (including text, pictures, videos, audios, etc.) to present teaching content in class without increasing learners' cognitive loads. It is also educators' duty to adjust their teaching content when students appear to under cognitive overload.

- ① You will study approaches to reduce cognitive overload in the section "Methods for Improving Adult Learners' Learning Results".

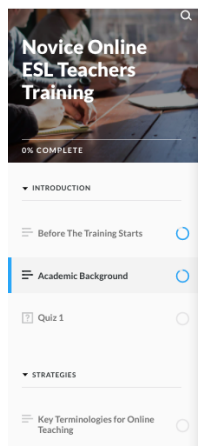
Academic background: Part 4



3. The Theory of Andragogy

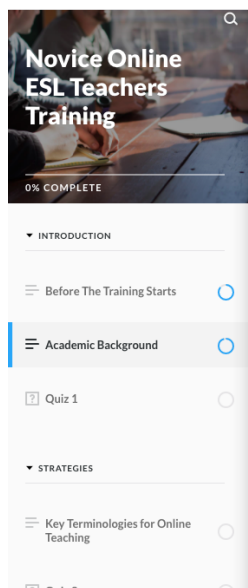
Definition

Andragogy refers to methods and principles used in adult education.



Five Assumptions About Adult Learning

- 1 **Self-concept:** Adults have a need to be respected and refuse to be treated as dependent students like children. They also tend to make their own decisions.
- 2 **Self-experience:** Adults always have rich life and learning experience which will help them with learning new knowledge. However, the richer foundation experience and learning habits may also make adults less open-minded.
- 3 **Readiness to learn:** Adults are most interested in learning subjects having immediate relevance to their work and/or personal lives.
- 4 **Orientation to learning:** Adult learning is problem-centered rather than content-oriented. They take life-long education to deal with real-life problems they are facing.
- 5 **Motivation to learn:** Adults respond better to internal versus external motivators.



Four Principles of Adult Education

- 1 Making adult learners feel an active role in their learning process, which including let them involve in designing and developing their own learning experience.
- 2 The focus of adult education should be creating engaging learning activities that can encourage them to solve problems by themselves rather than making them to complete memorization tasks.
- 3 The learning content and activities must closely connect to adult learners' real-life needs and benefits.
- 4 The teaching content should be problem-centered rather than content-oriented since adult learners don't like being treated as children and being taught what to do.

CONTINUE

3. Quiz 1——Multiple-choice and Multiple-answer

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Novice Online
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Training

90% COMPLETE

Lesson 3 of 13

Quiz 1

INTRODUCTION

- Before The Training Starts
- Academic Background
- Quiz 1**

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- Key Terminologies for Online Teaching
- Quiz 2
- Ten Tips for Running an Online ESL Class
- Quiz 3
- Methods for Improving Adult Learners' Learning Results
- Quiz 4

RESOURCES

- Zoom

Instruction: Here are **Ten** multiple-choice and multiple-answer questions related to the Academic Background section you've just learned. Please finish all the quizzes to check your comprehension before going to the next chapter. It may take you up to **8 minutes** to finish them all.

Q: The Affective Filter Theory describes the relationship between __ and __

- ☐ the students and ESL teachers
- ☐ affective variables and the process of acquiring an additional language
- ☐ the second language acquisition ability and the learning outcome
- ☐ the level of learning anxiety and the learning outcome

SUBMIT

- ☐ Readiness to learn
- ☐ Motivation to learn
- ☐ Orientation to learning

SUBMIT

Q10: The teaching content should be content-oriented rather than problem-centered since adult learners need more instruction in learning procedures.

- ☐ True
- ☐ False

SUBMIT

CONTINUE

Section 2: Strategies

1. Key terminology for online teaching

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Lesson 4 of 13

Key Terminology for Online Teaching

Introduction


Knowing the language is the first step to go deep into the field that you might not be familiar with. In this section, we will introduce you to TEN key terms for online teaching. Click the “+” to get a further explanation for the term.

Accessibility	+
Synchronous learning	+
Asynchronous learning	+
Blended learning/Hybrid learning	+
Multimedia learning	+
E-learning	+
Live transcription	+
Breakout room	+
Webinar	+
Video Conference	+

CONTINUE

2. Quiz 2—Matching

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Online ESL-Teachers Training

ON COMPLETION

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 - ScreenCast O-Matic
- CONCLUSION
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Quiz 2

Instruction

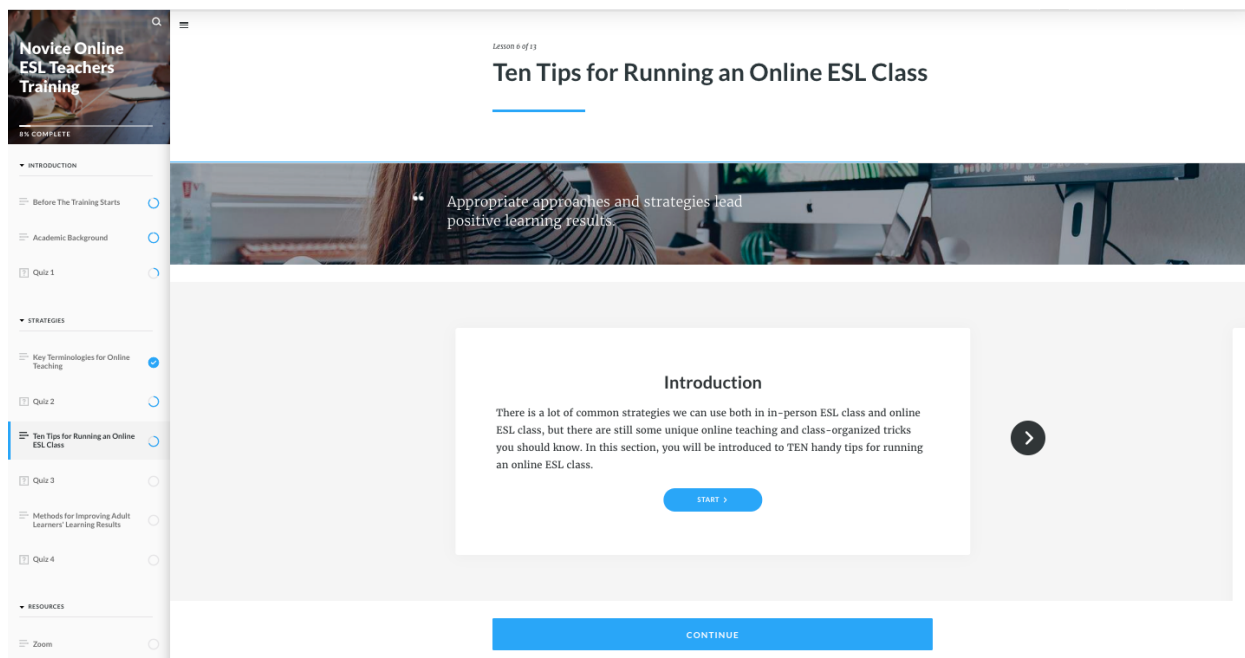
Match the following terminologies with the corresponding definition/feature by puzzling the left pieces to the right.

Match the terminologies and the definitions

001 E-learning	Class interactions happen at the same time online.
002 Asynchronous learning	A virtual meeting in which participants in different locations can communicate online.
003 Video conference	Making your online classes and material usable by all students.
004 Live transcription	Class interactions happen without real-time interaction.
005 Breakout room	An instructional approach that combines online and in-person learning activities.
006 Webinar	The presentation and instruction through a combination of verbal and visual content.
007 Synchronous learning	A seminar or workshop in which the facilitator and participants view the same screen.
008 Blended learning/hybrid learning	ESL teachers can easily enable this service when they give speeches via Zoom.

3. Ten tips for running an online ESL class: Part 1

https://rise.articulate.com/share/kfKICDLGT5LqSY5UgHBVzgTPW4ffB_eR#/lessons/onS3oLUxVIXo7OnhVGTg8g7fzEnP99Yb



Novice Online ESL Teachers Training

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Ten Tips for Running an Online ESL Class

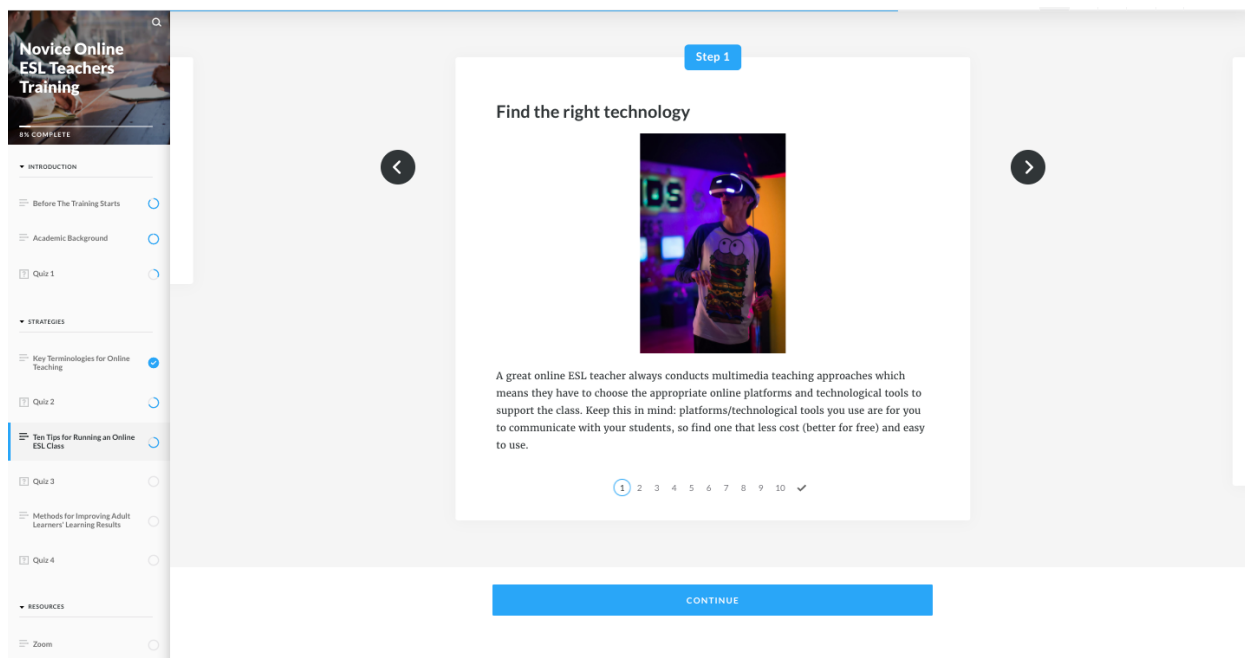
Appropriate approaches and strategies lead positive learning results.

Introduction

There is a lot of common strategies we can use both in in-person ESL class and online ESL class, but there are still some unique online teaching and class-organized tricks you should know. In this section, you will be introduced to TEN handy tips for running an online ESL class.

START >

CONTINUE



Novice Online ESL Teachers Training

Step 1

Find the right technology

A great online ESL teacher always conducts multimedia teaching approaches which means they have to choose the appropriate online platforms and technological tools to support the class. Keep this in mind: platforms/technological tools you use are for you to communicate with your students, so find one that less cost (better for free) and easy to use.

1 2 3 4 5 6 7 8 9 10 ✓

CONTINUE

Ten tips for running an online ESL class: Part 2

Novice Online ESL Teachers Training

9% COMPLETE

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Step 10

Always record all lectures and upload them



The beauty of online classes is that you can always record the class and share them with students who cannot attend at the moment or who need to review the lecture.

1 2 3 4 5 6 7 8 9 10 ✓

CONTINUE

Novice Online ESL Teachers Training

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RESOURCES

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Lesson 6 of 13

Ten Tips for Running an Online ESL Class

“Appropriate approaches and strategies lead positive learning results.”

Summary

These ten tips are not the ONLY strategies for hosting an online ESL class but the very useful and practical tips you can apply to prepare and host your online class if you are new to this digital field.

START AGAIN

1 2 3 4 5 6 7 8 9 10 ✓

CONTINUE

4. Quiz 3—Scenario-based drill: Part 1

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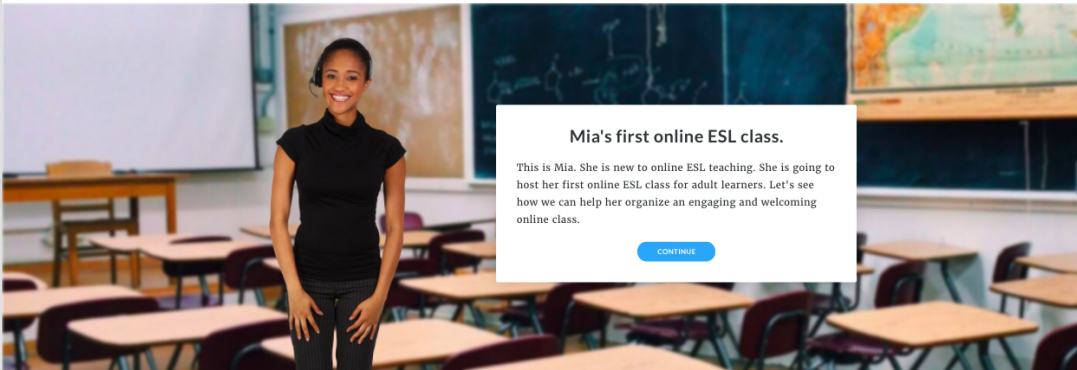
Zoom

Lesson 7 of 13

Quiz 3

Instruction

To complete this quiz, you should provide appropriate suggestions for Mia to prepare and organize her first online ESL class. Mia has **FOUR** questions for you. You will face 2 to 3 choices of answers to respond to her question. If you choose the wrong one, you will have another chance to choose.



Mia's first online ESL class.

This is Mia. She is new to online ESL teaching. She is going to host her first online ESL class for adult learners. Let's see how we can help her organize an engaging and welcoming online class.

CONTINUE

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Quiz 3

Instruction

To complete this quiz, you should provide appropriate suggestions for Mia to prepare and organize her first online ESL class. Mia has **FOUR** questions for you. You will face 2 to 3 choices of answers to respond to her question. If you choose the wrong one, you will have another chance to choose.



I feel excited and nervous for my first class. Where should I get started from?

1 Find appropriate technological tools you plan to use in the online class. Also, determine the length of your course before designing the curriculum.

2 Add as much content that you want to your curriculum as possible. It's not the time to consider the length of the class.

CONTINUE

Quiz 3—Scenario-based drill: Part 2

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Quiz 4

RESOURCES

Zoom

Instruction

To complete this quiz, you should provide appropriate suggestions for Mia to prepare and organize her first online ESL class. Mia has **FOUR** questions for you. You will face 2 to 3 choices of answers to respond to her question. If you choose the wrong one, you will have another chance to choose.

Find appropriate technological tools you plan to use in the online class. Also, determine the length of your course before designing the curriculum.

Good point!

CONTINUE

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Quiz 4

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Zoom

Instruction

To complete this quiz, you should provide appropriate suggestions for Mia to prepare and organize her first online ESL class. Mia has **FOUR** questions for you. You will face 2 to 3 choices of answers to respond to her question. If you choose the wrong one, you will have another chance to choose.

Wait until the class begins to enter.

I think I'm the one who has the authority to open the online "classroom." Are you sure I don't need to log in ahead of others?

TRY AGAIN

Quiz 3—Scenario-based drill: Part 3

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Instruction

To complete this quiz, you should provide appropriate suggestions for Mia to prepare and organize her first online ESL class. Mia has **FOUR** questions for you. You will face 2 to 3 choices of answers to respond to her question. If you choose the wrong one, you will have another chance to choose.

Mission Completed!

Thank you so much! I think I have more confidence to host an online ESL class now. I hope you will nail yours too! See you around, bye!

START OVER

CONTINUE

5. Methods for improving adult learners' learning results: Part 1

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Training
8% COMPLETE

Lesson 7 - Quiz 3

Lesson 8 of 13

Methods for Improving Adult Learners' Learning Results

Introduction

As I mentioned in the Academic Background section, online learning or multimedia learning is a potential problem because overuse of technology and multimedia learning content could cause cognitive overload, which will block the knowledge input. And adult learners are more sensitive to the learning results since their learning styles tend to readiness and problem-solving. Also, cognitive overload easily leads adults to form a high affective filter, which will cause learning anxiety and lack of confidence. Therefore, the responsibility of ESL teachers who teach adults is to reduce learners' affective filter by reducing their cognitive overload. In this section, I will introduce you to **FIVE** cognitive overload scenarios and solutions.

Scenario 1

Visual channel is overloaded by essential processing demands.

Solution: Off-loading
Move some essential processing from the visual channel to the auditory channel. This adjustment will lead to a better information transfer because the auditory channel and visual channel can work together to process the information.

Scenario 2

Both channels are overloaded by essential processing demands.

Solution 1: Segmenting
Breaking down the presentation into bite-size segments. Learners can select words and select images from the segment, and they also have time and capacity to organize and integrate the selected words and images.

Solution 2: Pretraining
Learners can receive prior instruction concerning the components in the to-be-learned system, so they have time and capacity to build a mental model and a casual model.

INTRODUCTION

- Before The Training Starts
- Academic Background
- Quiz 1

STRATEGIES

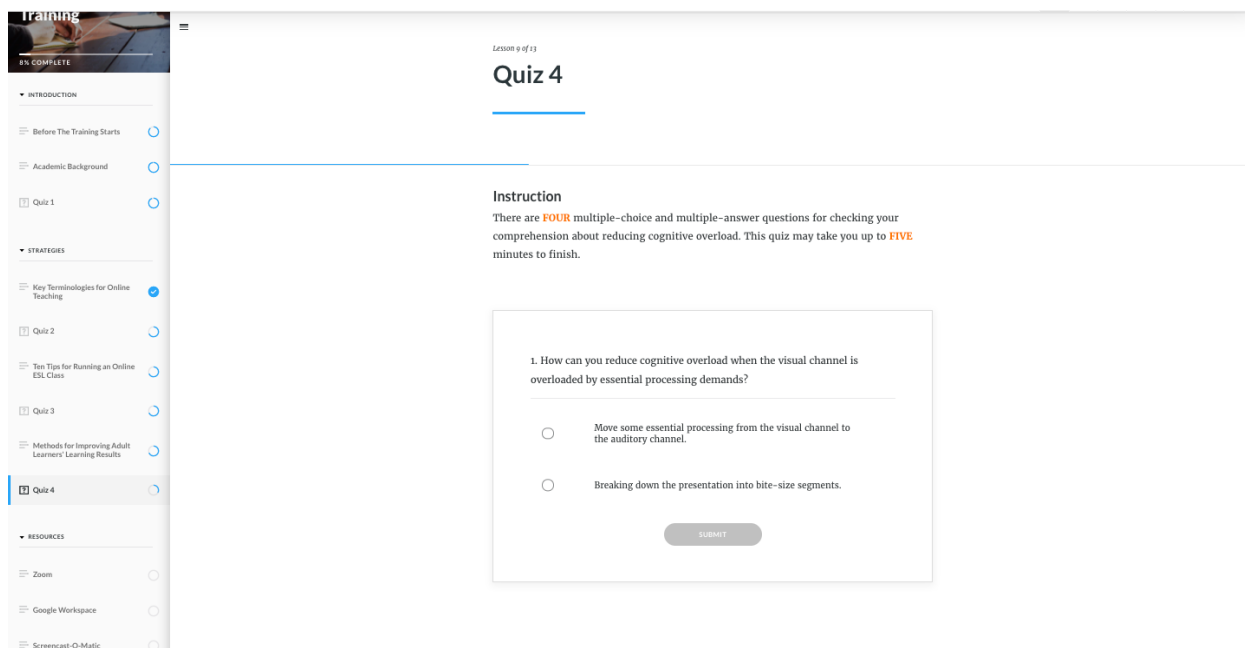
- Key Terminologies for Online Teaching
- Quiz 2
- Ten Tips for Running an Online ESL Class
- Quiz 3
- Methods for Improving Adult Learners' Learning Results**

RESOURCES

- Zoom
- Google Workspace
- Screencast-O-Matic

6. Quiz 4—Multiple-choice and Multiple-answer

https://rise.articulate.com/share/kfKICDLGT5LqSY5UgHByzgTPW4ff_b_eR#/lessons/k07EsR9LD5Rdmj0tgmW0UyFUyo5R370u



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Quiz 4

Instruction
There are **FOUR** multiple-choice and multiple-answer questions for checking your comprehension about reducing cognitive overload. This quiz may take you up to **FIVE** minutes to finish.

1. How can you reduce cognitive overload when the visual channel is overloaded by essential processing demands?

- ☐ Move some essential processing from the visual channel to the auditory channel.
- ☐ Breaking down the presentation into bite-size segments.

SUBMIT

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Section 3: Resources

1. Zoom: Part 1

https://rise.articulate.com/share/kfKICDLGT5LqSY5UgHBVzgTPW4fB_eR#/lessons/-WILENJK53HGWwtU0OyZ5SUTy5oEeWUP

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Zoom

About ZOOM

Zoom is a web conferencing tool that allows you to hold virtual meetings. It's a teaching-friendly platform that you can replicate the in-person class environment in a virtual setup. It has multiple features that allow it to do such as **video conferencing**, **audio conferencing**, **screen sharing**, **live chats**, **video recording**, **breakout rooms**, and much more. I will introduce you to a couple of useful Zoom features you will use while hosting an online ESL class in this section.

GO TO ZOOM

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Sign Up and Download Zoom

Feel free to click the blue button above to locate you to the Zoom homepage, and follow the step-by-step instruction below to sign up for your first Zoom account and download the Zoom software.

Step 1

Find the sign up button

As you can see, this is the homepage of Zoom. To sign up for your account, you can easily click the red button circled on the picture to move to the next step.

1 2 3 4 5 6 7 8

Zoom: Part 2

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▼ STRATEGIES

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✔
- 📅 Quiz 2
○
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☰ Zoom
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📅 Quiz 4
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☰ Zoom
○

☰ Google Workspace
○

☰ Screencast-O-Matic
○

Important Features in Zoom

There are plenty of features in Zoom ESL teachers can use in your class. I will show you the most common three of them below. Feel free to open your Zoom and follow these step-by-step tutorials to master your Zoom class.

HOW TO SHARE YOUR SCREEN	HOW TO RECORD A ZOOM CLASS	HOW TO USE BREAKOUT ROOMS
<p>Share your screen is the foremost step in hosting an online class. Here is a tutorial video to show you how to share your screen in Zoom.</p> <p>*Length of the video:1'12"</p> <p>*Author of the video: Zoom</p> <p>*Original video link: https://www.youtube.com/watch?v=YA6509J0mcA&t=2s</p> 		

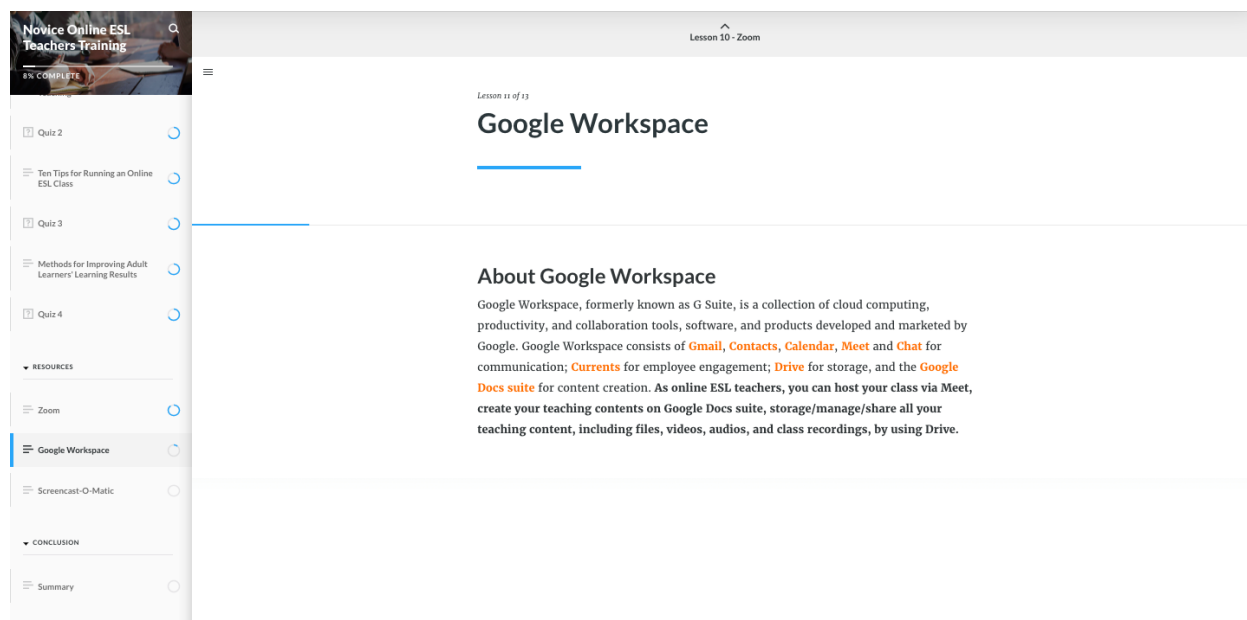
Further Resources

There are other practical features in Zoom that deserve you to explore. Feel free to visit the official Youtube channel of Zoom (click [here](#)) to learn more about this wonderful software.

CONTINUE

2. Google Workspace: Part 1

https://rise.articulate.com/share/kfKICDLGT5LqSY5UgHBVzgTPW4fFb_eR#/lessons/qZUNfAlpuoPJbcvLRZl3SeVM6Yb4yR97



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Lesson 10 - Zoom

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Google Workspace

About Google Workspace

Google Workspace, formerly known as G Suite, is a collection of cloud computing, productivity, and collaboration tools, software, and products developed and marketed by Google. Google Workspace consists of **Gmail**, **Contacts**, **Calendar**, **Meet** and **Chat** for communication; **Currents** for employee engagement; **Drive** for storage, and the **Google Docs suite** for content creation. As online ESL teachers, you can host your class via **Meet**, create your teaching contents on Google Docs suite, storage/manage/share all your teaching content, including files, videos, audios, and class recordings, by using Drive.



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Click the blue button to the homepage of Google Workspace.

[GOOGLE WORKSPACE](#)

Host an Online ESL Class via Google Meet

If you are not a fan of Zoom, Google Meet is another convenient online meeting software you can use to host your class. Here is the tutorial video that will guide you on using Google Calendar to schedule an online class, using Google Meet to host your class, and the most important step, sharing your screen. The beauty of this tutorial is that it talks about restrictions of Google Meet which can help you make a more deliberate decision about your online teaching tool.

*The original source is "How to Teach Online with Google Meet - A Guide for Teachers" created by ClassPoint. The length of the video is 8'54". The original link of this video: https://youtu.be/4H1_uh5f9cs

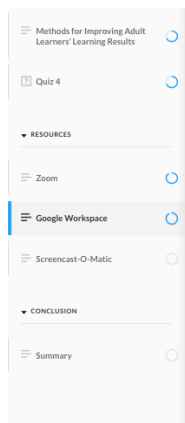
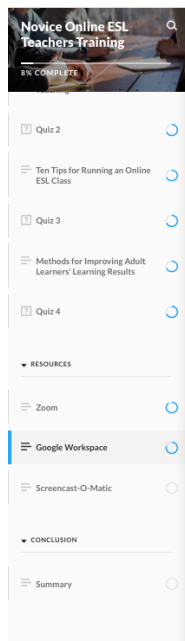
YOUTUBE

How to Teach Online with Google Meet - A Guide for Teachers

TEACH ONLINE WITH GOOGLE MEET

A GUIDE FOR TEACHERS

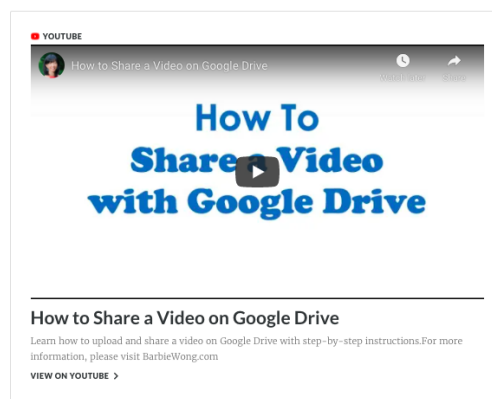
Google Workspace: Part 2



Share the Class Recordings on Google Drive

Class recordings are usually large files that will take time to be sent via email. Why don't you consider using Google Drive to store and share files such as class recordings, slides, and docs? In the following tutorial video, you will be specifically taught how to use Google Drive to store videos and share them with your students.

*The original source is "How to Share a Video on Google Drive" created by Barbie Wong. The length of the video is 5'25". The original link of this video: <https://youtu.be/CdoyxIPACB8>



Further Resources

It is hard to introduce all the features of Google Workspace in this self-training session. If you want to know more about Google Workspace, such as how to send attachments in Google Meet, you can check out the official Youtube channel of Google Workspace (click [here](#)). Besides, Feel free to get what you need from the links below:

The Tutorial of Using Google Docs (click [here](#))

The Tutorial of Using Google Slides (click [here](#))

The Tutorial of Using Google Form (click [here](#))

CONTINUE

3. Screencast-O-Matic: Part 1

https://rise.articulate.com/share/kfKICDLGT5LqSY5UgHBVzgTPW4fFb_eR#/lessons/oXIZ60ZufGK_jHpkaoayUlvOIO9nHUDrr4

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Screencast-O-Matic

About Screencast Tools

An easy-to-use screencast tool can **improve students' learning outcomes**, help you **create an engaging and flexible blended ESL class**, and help you **build connections with students**.

- 1. Improve Students' Learning Outcomes.** It's impossible to teach everything in an up-to 2 hours of online synchronic class. Screencast tools provide ESL teachers with another approach to deliver their lectures and provide students more time to preview and review the lesson. For example, it's hard to check the pronunciation of every student during the synchronic class. Still, you can share detailed pronunciation tutorials with students that you record in advance so that they can practice anytime, anywhere.
- 2. Create Engaging and Flexible Blended ESL Class.** Screencasts allow students to get instructions through different approaches and have more autonomy in the learning process that most adult learners value.
- 3. Build connections Between Teachers and Students.** The other advantage of screencast tools is that they can bring more interactions and vitality to the class. For example, to check students' learning comprehension, you can demand them to create projects using screencast tools to present their English ability and creativity.

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About Screencast-O-Matic

There are a lot of screencast tools out there. You can choose any one of them you like. In this training session, we introduce you Screencast-O-Matic that includes recording and editing features to illustrate how to use screencast tools to record instruction videos.

Click the blue button to the homepage of Screencast-O-Matic.

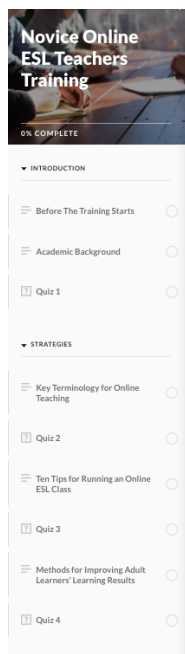
[SCREENCAST-O-MATIC](#)

How to use recorder

To become a professional of screencasts, start with learning recording is always a good choice. Here is a tutorial video about using the Screen Recorder feature in Screencast-O-Matic.

*The original source is "Beginner's Guide to Screencast-O-Matic's Free Screen Recorder" created by Screencast-O-Matic. The length of the video is 7'14". The original link of this video: <https://youtu.be/K3vudKDuWvo>

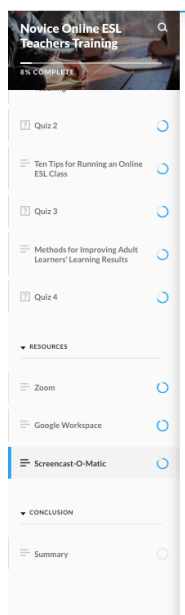
Screencast-O-Matic: Part 2



How to script recordings

Make sure you have a script before recording your session. There are at least two advantages of having a script, one of them is it can save your editing time, the other benefit is that you can keep your session clear and concise. The following tutorial video will show you how to script recordings.

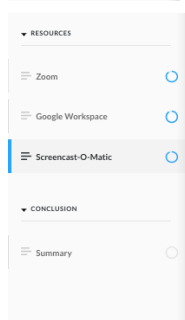
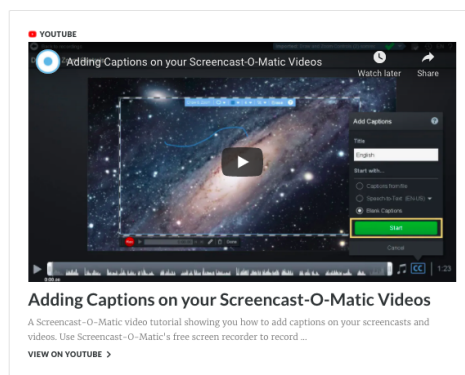
*The original source is "Introduction to Scripted Recordings" created by Screencast-O-Matic. The length of the video is 3'05".
The original link of this video: <https://youtu.be/vP3vP9w07w>



How to add captions

As an ESL teacher, you have to take students' comprehension in mind all the time. Therefore, you have to make sure students can catch up with the lecture. The beauty of the online ESL class is that we can use technology to assist our teaching. You will learn how to add captions to your Screencast-O-Matic video.

*The original source is "Adding Captions on your Screencast-O-Matic Videos" created by Screencast-O-Matic. The length of the video is 1'59". The original link of this video: <https://youtu.be/vM0t4eetF0g>



Further Resources

There are plenty of features in the Screencast-O-Matic software and other screencast tools, such as how to remove your background with a green screen, how to add music to your video, how to blur objects. If you want to have deeper research, please click [here](#), which will locate you to the Youtube channel of Screencast-O-Matic.

CONTINUE

Section 4: Conclusion

https://rise.articulate.com/share/kfKICDLGT5LqSY5UgHByzgTPW4f_b_eR#/lessons/QKy5S4Qe2DErAefA0xtqn7SRby5k0P-G

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Key Takeaways

Congratulations! You've almost made it! To be an online ESL teacher is not a two-hours-training thing. You have to spend more energy and effort on online teaching strategies and technologies you may use in your class. Nevertheless, we hope this self-training session for novice online ESL teachers could inspire you to explore in-depth knowledge of online teaching or stimulate your interests in online ESL teaching. Now, let's recap what you've gained from this session.

- Teachers should reduce learners' affective filters to create an engaging and welcoming online ESL class. Learners' motivation, self-confidence, and anxiety would affect their affective filters. Knowing learners' learning needs and motivation can help reduce the filter; reducing their cognitive loads is another effective way to avoid learning anxiety and boost learners' confidence.
- Use the appropriate approaches to teach adults. Respect their learning motivations and habits, such as deliver problem-centered content rather than content-oriented content, or focus the teaching content on real-life situations.
- Always remember to use the right technologies and integrate different multimedia content appropriately. Don't forget to log in to the "classroom" in advance and record the class. Also, encouraging students to communicate in the chatbox and organizing group works using breakout rooms are

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“ Always be curious, always be learning.”

Have Questions?

I always expect to meet new friends. I also embrace any advice and suggestions. Please feel free to contact me if you have any questions, whether in this training session itself or in teaching adults ESL online. Thank you!

Qian Liu
Master of Arts in TESOL
University of San Francisco

EMAIL

Thank you for completing this course!

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